

DOCUMENT RESUME

ED 368 918

CE 066 176

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TITLE Self-Directed Learning: Consensus & Conflict.
INSTITUTION Oklahoma Univ., Norman. Oklahoma Research Center for Continuing Professional and Higher Education.
REPORT NO ISBN-0-9622488-3-5
PUB DATE 91
NOTE 296p.; Consists primarily of selected papers originally presented at the International Symposium on Adult Self-Directed Learning (4th, Norman, OK, 1990).
AVAILABLE FROM Oklahoma Research Center for Continuing Professional and Higher Education, McCarter Hall, University of Oklahoma, Norman, OK 73037 (\$19.95; quantity price: \$18).
PUB TYPE Books (010) -- Collected Works - General (020)
EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS Adult Education; *Adult Learning; College Students; Competence; Demography; Educational Research; *Educational Trends; Futures (of Society); Higher Education; *Independent Study; *Learning Processes; *Learning Readiness; Lifelong Learning; Models; Participation; Predictor Variables; *Professional Continuing Education; Prognostic Tests; Scores; Test Validity
IDENTIFIERS Oddi Continuing Learning Inventory; Self Directed Learning Readiness Scale

ABSTRACT

The following papers are presented in this book: "Self-Directed Learning: Consensus and Conflict" (Long); "Challenges in the Study and Practice of Self-Directed Learning" (Long); "A Conceptual Model of Autodidacticism" (Tremblay, Theil); "Functional and Dysfunctional Uses of Self-Directedness in Adult Learning" (Bonham); "Relationship between Scores on the Self-Directed Learning Readiness Scale, Oddi Continuing Learning Inventory, and Participation in Continuing Professional Education" (West, Bentley); "Demographic and Personal Factors in Predicting Self-Directedness in Learning" (Adenuga); "College Students' Self-Directed Learning Readiness and Educational Achievement" (Long); "Human Behavior as a Construct for Assessing Guglielmino's Self-Directed Learning Readiness Scale: Pragmatism Revisited" (Confessore); "The Validity Generalization of Guglielmino's Self-Directed Learning Readiness Scale" (McCune, Guglielmino); "Spark-Gap to Space: A Study of Self-Directed Learning" (Redding); "Reflection on a Personal Self-Directed Independent Learning Activity" (Steele); "The Staged Self-Directed Learning Model" (Grow); "Facilitating the Self-Directed Learning of Professionals: An Exploration" (Hill); "Processes Involved with Developing Autonomous Learning Competencies" (Baskett); "The Future of Self-Directed Learning as Related to Continuing Professional Education" (Rountree et al.); and "Adapting the Concept of Self-Directed Learning to Islamic Educational Practice" (Kazeem). Most papers include substantial bibliographies. The volume contains 23 tables and 15 figures. (MN)